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| **Standard 3:**  **Second Grade**  **Self, School, and Community** | | |
| **Students will use geographic terms and tools.** | **Students will use geographic tools to demonstrate how symbols and models are used to represent features of the school, the neighborhood, and the real world.** | **Students will use geographic tools and skills to locate and describe places on earth.** |
| Objective 1: Identify geographic terms that describe their surroundings.  a. Locate objects in the classroom using the terms near/far, left/right, behind/ in front, and up/down.  b. Identify and describe physical features (e.g., mountain/hill, lake/ocean, river, and road/highway).  c. Make a simple map (e.g., home, home to school, classroom,). | Objective 1: Identify and use geographic terms and tools.  a. Use a compass to locate cardinal directions.  b. Identify the equator and north and south poles.  c. Identify Utah on a variety of maps and on a globe.  d. Identify the United States on a variety of maps and on a globe. | Objective 1: Identify common symbols and physical features of a community, and explain how they affect people’s activities in that area.  a. Identify community traffic signs and symbols, and know their meanings (e.g., stop sign, hazard symbols, pedestrian crossing, bike route, recreational, blind or deaf child signs).  b. Describe how geographic aspects of the area affect a community and influence culture (e.g., river, mountain, and desert).  c. Describe ways in which people have modified the physical environment in a community (e.g., building roads, clearing land for homes, and mining). |
| Objective 2: Describe the purpose of a map or a globe.  a. Identify maps and globes.  b. Distinguish between land and water on maps and globes.  c. Determine a location by using terms such as near/far, up/down, right/left.  d. Identify cardinal directions on a map. | Objective 2: Recognize and use a map or a globe.  a. Create a map showing important sites or landmarks on a school or community (i.e., firehouse, city hall, churches).  b. Locate physical features (i.e. continents, oceans, rivers, lakes), and man-made features (equator, North and South poles, countries) on a map and on a globe.  c. Identify the compass rose and cardinal directions on a map and on a globe | Objective 2: Demonstrate geographic skills on a map and a globe.  a. Identify and use information on a map and on a globe (e.g., map key or legend, simple grid systems, physical features, compass rose).  b. Compare and contrast the difference between maps and globes.  c. Locate your city, the State of Utah, and the United States on a variety of maps or on a globe.  d. Locate and label the following on a map or a globe: the seven continents, the five oceans, the poles, and the equator.  e. Using a map or a globe, link cultures/nationalities within your community to their place of origin. |
|  | **Social Studies Vocabulary Students Should Know and Use:** compass, cardinal directions, equator, north pole, south pole, physical features, compass rose, landmark | **Social Studies Vocabulary Students Should Know and Use:** traffic sign, modify, environment, map key/legend, continent, ocean, the poles, equator, origin, river, mountain, desert, grid, Utah, United States |